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ABSTRACT

Results are presented of a survey designed (1) to discover which universities throughout the world (Africa, North America, South America, Central America, Asia, Australia, and Europe) provide courses in adult education as a field of study and (2) to facilitate discussion at a 1970 international conference. An introduction describes conditions of the survey: Universities were surveyed on adult education courses offered; the only courses listed were those which enable the student to obtain a recognized qualification; four grades were chosen, namely certificates and diplomas, first, second (Masters), and doctoral degrees; there appeared to be no international convention differentiating between certificates and diplomas; the lists distinguished between certificate and diploma courses which are open only to post-graduates and those which can be taken by both graduates and ungraduated students; first and second degree levels were divided to indicate whether adult education constitutes a major or minor part of the course. Findings are discussed under the following topics: The introduction of adult education as a field of study; present distribution of courses in adult education; stated purposes of courses in adult education; content of courses in adult education; staff and students; teaching methods; research; the master's degree program in adult education; program of study for the Ph.D. in the area of adult education research; and program of study for the degree of doctor of education. Four supplementary tables are included. (TA)

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INTERNATIONAL CONGRESS OF UNIVERSITY ADULT EDUCATION

SECOND WORLD CONFERENCE - MONTREAL 1970

CONFERENCE PAPER

UNIVERSITIES AND ADULT EDUCATION RESEARCH AND TRAINING: A SURVEY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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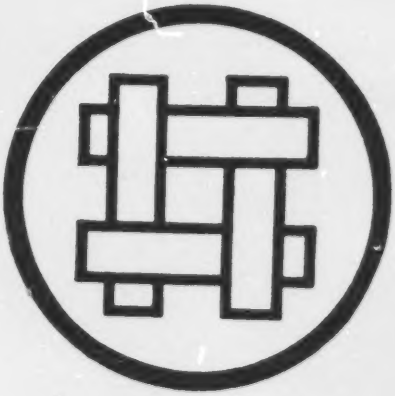

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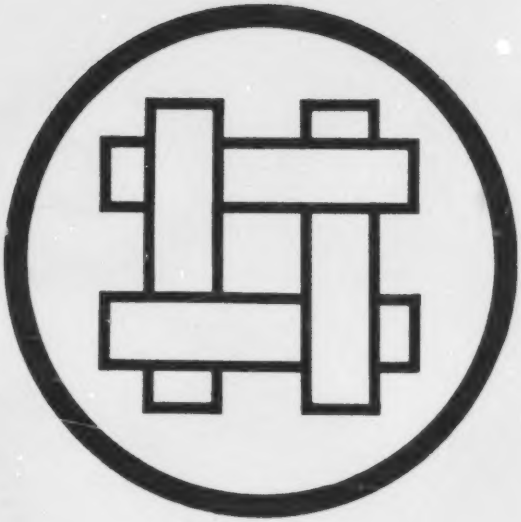

THE SYMBOL

The four interlocking bars are the four races of man, black, red, white, and yellow.

The circle enclosing the races of man symbolizes world unity for which international education (the blue color) is the greatest single force.

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UNIVERSITIES AND ADULT EDUCATION RESEARCH AND TRAINING : A SURVEY

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UNIVERSITIES AND ADULT EDUCATION RESEARCH AND TRAINING: A SURVEY

Introduction

The purpose of this survey was to discover which Universities, throughout the world, provide courses in adult education as a field of study, and to present this material in a form which will facilitate discussion at an international conference. It was not the intention to pass judgement on this work, but to provide a factual background against which comments could be made at the meetings.

Compiling a list of Universities active in this work is fraught with difficulties. Inevitably the list will be incomplete, and since University programmes change and develop from year to year, it may well also be inaccurate. An apology is due to those institutions which have a grievance on either score. Though considerable effort has been expended on compiling this material, there are bound to be many ommissions. A first attempt at such a survey cannot hope to be all-embracing, and no such claim is made for this work. Its value probably lies in the fact that without a first list, a second and more comprehensive one will never emerge, and it would be appreciated if representatives of Universities not recorded, but where adult education is being taught, would inform the International Congress.

Similarly it will be helpful if inaccuracies are indicated, so that the work can be corrected. Teaching syllabuses are rightly being continually adapted and modified; curricula should never be allowed to become fossilized. The material presented in this paper was the most up-to-date available, but even that, in some respects, will be out-of-date by the time the conference takes place.

It would not have been possible to undertake this survey without the willing help of correspondents throughout the world who have supplied me with information. A list of these people is given in Appendix A, and I wish to express my gratitude to them. I hope I have faithfully reflected the information they have given me in this paper. It goes with-

out saying, however, that where this has not been the case the fault is mine.

The survey is about University courses in adult education. Each term in this title demands amplification. To begin with the last, it would be unwise, in a work such as this, to attempt to throw any new light on what is internationally comprehended by the term 'adult education'. Though, in the last few years, there has been a distinct move towards greater universality in its use, it is still open to different interpretations. For this survey I have accepted that each correspondent has used the term as it is understood in his or her country. This probably means that for some the term has been interpreted too narrowly; for others, information may have been included which they would not accept as being adult education. Short of there being universal agreement over the meaning of the term, this seemed to be the only practical way of proceeding with the survey.

Even the term University is not without its complications. In some countries there are institutions of higher learning which are not called Universities but which, nevertheless, are regarded as being of similar status. Again, it was left to correspondents to decide which institutions merited inclusion. In the event, most of those listed are known as Universities.

Finally, comment must be made on the actual courses listed, since this is what the survey is all about. First it will be obvious that the omission of a university from this list does not necessarily imply any lack of interest in adult education. Many universities have departments of adult education concerned wholly with the provision of classes and courses for adults, but which do not teach adult education as a field of study. Such institutions clearly fall outside the scope of this survey. Secondly, many universities offer short courses in adult education lasting anything from a day to several weeks, but which do not terminate in some form of testing leading to the award of a qualification. To have enumerated all the universities involved in work of this kind would have resulted in a long and somewhat meaningless list, and consequently such institutions have not

been included in this present work. Thirdly, in those countries where second and doctoral degrees are awarded on the basis of a thesis, without any course work, in theory, at least, any university may, from time to time, have students of adult education on its books. Again, to have included such institutions would have resulted in a list of all the universities in a large proportion of the world. Thus the universities included from such areas are only those which also provide course work in adult education for other qualifications. It is clearly important to bear these three points in mind, otherwise a distorted picture may be gained from the substance of this report.

Thus the only courses listed (Tables I and II) are those which enable the student to obtain a recognised qualification. Four grades were chosen, namely certificates and diplomas, first, second (Masters) and doctoral degrees. There appears to be no international convention differentiating between certificates and diplomas, and in some countries both are used to describe the same type of course. The lists distinguish between certificate and diploma courses which are open only to post-graduates and those which can be taken both by graduates and ungraduated students. This distinction must be treated with caution and should not necessarily imply a difference in the academic level of the work. In some cases it no doubt does, but in many instances ungraduated students are only accepted where they have substantial experience in adult education, compensating for the lack of paper qualifications. First and second degree levels are divided to indicate whether adult education constitutes a major or minor part of the course.

The letter and survey form sent to correspondents are included as appendices B and C to this report. Though this correspondence marks the beginning of my involvement in this survey, it was not the initiation of the project as a whole. The credit for that must go to the Executive Committee of the International Congress and in particular to the late Dr. A. A. Liveright, who designed and distributed an initial questionnaire. It was as a result of this early work that correspondents for the survey were located and it is right that the credit due should go where it is so well deserved.

The introduction of adult education as a field of study

The introduction of adult education into the curricula of universities is of comparatively recent origin. Professor Ross Waller, writing of his experience in the England of 1924 has commented that 'nobody then thought that a training for adult education was necessary. Tutors had to be academically well qualified; after that they had to be able to succeed in this exacting field, and if they did not succeed, they were dropped, of necessity, for soon they had no students'.[1] It has been the persistence of this attitude, now largely gone, which has inhibited the development of adult education as a field of study, and in part explains why it is only in very recent years that practitioners in adult education have been able to receive preparation for their work from universities.

Professor Waller, in the article already quoted, describes the work of Professor Robert Peers at Nottingham University, England. 'who in 1921 established a one year full-time Certificate course in adult education. It never had many students, in some years none at all; but it remains on record with the honourable distinction of being the first systematic attempt to establish professional training for a field of work to which all our Universities were deeply committed'.

Professor C. O. Houle, describing the study of adult education in the United States of America, has written that 'the first intensive effort to provide a co-ordinated programme of graduate offerings had started at Teachers College, Columbia University, in the years 1923-26'.[2] In the same article he states that 'the doctorate in adult education first appeared on the academic scene in 1935 when Columbia University granted it to Wilbur Haltenbeck and William H. Stacy. By the end of that year, two other Universities, Ohio and Chicago, had initiated their own doctoral programme'.

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1. Ross D. Waller 'Training for Adult Education in the University of Manchester', (Yearbook of Adult Education, 1969)
2. C. O. Houle, "The Doctorate in Adult Education', Convergence, Vol. I, No. 1, March 1968, page 14.

Meanwhile during the time jof the Weimar Republic in Germany, adult education was being studied systematically at the Institut für Freie Volksbildung at Leipzig University, but this was dissolved by the Nazis in 1933. During the same period the theory of adult education was introduced into the curricula of some Polish universities.

It was not until after the Second World War that rapid growth took place in the number of Universities studying and teaching adult education. In Europe 'a department of Adult Education was established in the Pedagogical Faculty at Charles University in Prague (Czechoslovakia) and the first students were enrolled in 1947'.[1] Teaching commenced at Manchester University, England in 1949. Regular teaching on adult education at the Free University of Berlin, West Germany, began in 1958, and in the same year at the Peoples Universities in Croatia, Jugoslavia. The number of European countries offering adult education in their curricula has continued to increase, and Table I gives details of universities in Czechoslovakia, France, Finland, Hungary, Norway, Poland, Switzerland, the U.S.S.R., the United Kingdom, West Germany and Jugoslavia. Meanwhile many more universities in the United States established courses in adult education, and in 1951 the first graduate course in adult education in Canada was given at the University of Toronto.[2]

The most pronounced growth outside Europe and North America has been in Japan where many universities offer courses ranging from certificates to doctoral degrees. More recently courses were also established in Australian universities, and in 1966 formal teaching in adult education started at the University of Rajasthan, Jaipur, India. In Africa, a diploma course was commenced in 1964 at the University College of Rhodesia, and now eight universities in seven African countries are preparing students for public exami-

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1. Jindra Kulich "The Role and Training of Adult Educators in Czechoslovakia', Department of University Extension, University of British Columbia, 1967, page 32.
2. From Allen Tough, 'Adult Education as a field of study in Canada", from Continuous Learning, Canadian Association of Adult Education.

nations in adult education. Courses have been introduced in Peru, whilst in Europe a course at the University of Zurich, Switzerland, has just completed its first year.

The present distribution of courses in adult education

Table I lists those universities which are known to provide courses in adult education; Table II gives the number of courses offered in each of the twenty-four countries from which information has been received.

Whilst some satisfaction is to be derived from the fact that there are universities in every continent studying adult education, the number is still very limited and their distribution far from uniform. The two countries of North America, with a total population of two hundred million, have some 35 Universities active in this field; India, with a total population of 510 million, has only one. Nor should it be forgotten that many countries not shown in Table I are absent not through lack of information, but because universities in those countries have not yet been able or seen fit to make provision for the study of adult education. Indeed, the conference may consider that countries and universities which do not appear in the Table should be as much the subject of discussion as those which do. This remark is not intended to imply that all universities everywhere, ought to be encouraged quickly to establish work in this field. The development must be gradual and geared to the availability of trained people to teach. Nevertheless it must be obvious that if the education of adults in universally desirable, a heavy responsibility rests with universities of ensuring that the subject is being adequately studied and that the quality of work in adult education is being improved. It must, therefore, be a matter of some concern that in parts of the world universities do not appear to have recognised this as a responsibility resting upon them.

The following generalisations about the geographical spread of the courses emerge from a perusal of Table I. In North America, the study of adult education is almost entirely associated with Masters and doctoral degrees, and where diploma courses are provided they are of a senior postgraduate status. In the United States and Canada the

proportion of students who continue their formal education to Master's level is higher than elsewhere and it is not surprising, therefore, that a second or doctoral degree should be regarded as the correct form of specialist study in adult education. In Western Europe it seems that the tendency was to start with postgraduate diploma courses and subsequently to encourage students to take higher degrees in adult education. In the United Kingdom, the growth of diploma courses is in part associated with the need to provide suitable training for adult educationists from developing countries. In Eastern Europe, however, the pattern is different from either of the above. There is a complete absence of diploma courses, but adult education can be studied at the first degree level as well as for second and doctoral degrees.

Japanese universities offer both diploma and degree courses. In African universities - and those listed are entirely in anglophone Africa - the pattern resembles that in the United Kingdom, with the initial emphasis being placed on certificate and diploma courses. The same comment can also be made of the courses in Australia, Peru and India.

Several correspondents were able to report that though courses in adult education have not yet been established at their universities active consideration is being given to the matter. Thus, for example, in Austria preliminary plans are being discussed; in New Zealand it is expected that courses will soon be commenced; in Israel adult education is taught in one university but as yet not for a qualification; in Ghana courses should commence soon. Correspondents from Malaysia, Hong Kong, the South Pacific, Iran, Italy, Ceylon and the University of the West Indies reported that no courses were available. Even making a generous allowance for universities which have been incorrectly omitted, it must be inferred from Table II that a similar situation exists in the majority of countries throughout the world.

A correspondent in Zambia made the point that in many developing countries universities are concentrating, for the time being, on short courses of study below certificate and diploma level and consequently those students are not eligible for a qualification. The shortage of grass roots workers in

such countries is so acute that universities feel they must first respond to this need before considering starting courses of study for higher level workers.

The stated purposes of courses in adult education

What are the stated aims of the courses in adult education which are available at universities? For some the purpose is to encourage thought and research into this branch of education. The course of study is not necessarily undertaken with any specific vocational aim in mind. Adult education offers as stimulating a field of study as does any other branch of education, or indeed as any other discipline, and it commands and requires the attention of scholars.

But for many the study of adult education is part of their training, and is an essential prerequisite for their professional work. For such people the disinterested pursuit of truth, albeit in adult education, is less significant than learning the basic skills required of the practitioner. Many certificate and diploma courses place emphasis on the practical value of what is being learnt, but so too do many degree courses. As might be expected, universities in the developing countries place particular stress on the vocational or professional value of a course.

There are then two underlying aims of universities in the teaching of adult education. The first of these, for the disinterested scholar, might be termed the research approach; the other is the professional approach, where the emphasis is on preparing the student for work in adult education. These two need not necessarily be kept separate and indeed many universities might feel that their provision is a combination of both.

In the United States the distinction is sometimes indicated by a difference in terminology. The Ph.D. degree in adult education often emphasizes the research approach while the D. Ed. stresses vocational aspects of the subject. The stated aims of the courses offered by Teachers' College, Columbia University, New York serve as an illustration of

this. The Ph. D. programme is described as being[1] 'adult education research designed to prepare researchers and scholars with a high level of competence in the methods of social and behavioral science research, and to provide a background and interest in the field of adult education'. The Ed. D. programme in adult education, however, 'is designed to develop broad competence in the development and administration of adult education programmes'. Thus the Ph. D. course lays stress on research into the social and behavioral sciences, whereas the Ed. D. course refers to competence in administration. The purpose of the Master's degree at the same university is 'to provide professional preparation for persons preparing for a range of intermediate administrative and program development positions in adult education'. The syllabuses of these degree courses are given in full in Table IV.

However, the distinction is not always as clear as this. Thus the programme at North Carolina State University 'is designed to help the students plan and carry out an individual programme of advanced study based on the following objectives; to understand the scope and significance of the field of adult education and its contribution to society; to social change; to understand intensively a specialised area of adult education (e.g. administration, programming); to develop competence in designing and conducting scholarly research in the field of adult education; and to develop the competence to identify and evaluate significant scholarly work in adult education and related fields'.

As another example from the United States of what seems, from the literature, to represent the 'professional' rather than the 'research' approach, the University of Wyoming defines its graduate programme as 'being geared

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1. For this and much other background information on courses in the United States I am indebted to Professor R. J. Ingham and Professor Husain Qazilbach and their 'Survey of graduate programs in Adult Education in the United States and Canada'.

to the needs of those who are presently engaged in, or who are anticipating being engaged in full-time or part-time educational work with adults. Each student has the opportunity to develop with his advisor a programme of study geared to the student's interests and talents'.

These course aims refer to graduate programmes at the doctoral level. The aims of diploma and certificate courses tend to be more succinctly stated, though the same distinction is discernable. Thus the aims of the courses provided at the University of Oslo are to give the students insight into and understanding of problems in adult education, rather than practical training in the teaching of adults. Courses thus concentrate on the philosopy and history of adult education and on psychological ans sociological factors, rather than on the more down-to-earth problems of administration and planning. At the Free University of Berlin the course of study introduces students into the general philosophy, social background, subjects and methods of adult education, and is thus as much a professional preparation for work in adult education as a research oriented course. Diploma courses in the United Kingdom tend to stress professional involvement in adult education, many of the students having had some years of active work in this field. Thus the course at the University of Liverpool is 'for those professionally interested in the field'; at the University of Manchester 'for those engaged in all forms of educational work with adults in Britain or overseas or for those intending to make adult education their full-time carreer'; and at the University of Glasgow, 'to provide those who are interested in adult education, particularly those who are employed in this field, with the opportunity of studying its theory and practice'.

Where adult education is seen primarily as a sociopolitically motivated activity, university courses for potential adult educationists will show a similar bias. Thus the programme of study in adult education at the Institute of Adult Education and Journalism, Czechoslovakia,[1] includes

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1. J. Kulich: 'The role and training of adult education in Czechoslovakia'. Faculty of Education and Department of University Extension, The University of British Columbia, 1967, pages 38 and 39

the obligatory Marxism - Leninism but centres on the theory of adult education, social psychology and sociology with a stress on empirical research ..... The Department of Adult Education realises that it is training professionals who will be active in a wide field of social practice .... Therefore, it requires that its graduates combine in themselves knowledge of the exact methods in social diagnosis with the skill to apply them in social and educational work; therefore the extraordinary stress on empirical research. The Department demands that its graduates be able to undertake research of social reality and its reflection in the knowledge of the people, to develop creativity in the area of concepts and ideas and to propose solutions to social problems on the basis of scientific research. The students get their basic training in this respect in applied sociology, especially in cultural sociology. However, at the same time, the ability to change the existing situation in harmony with the economic and political perspectives of socialistic and communist development is necessary for their practical work. Therefore it is necessary to study and use the principles of adult education and social psychology and to be able to transform them in a creative way into measures which enable the socialist society to control consciously the socio-educational and cultural processes'.

The objectives of the Master's course at the University of Sydney, Australia, are to provide for persons having some background of previous study or experience of education and opportunity for study of the problems, methods and organisation of providing adult education, with particular reference to Australia.

In the developing countries the emphasis is on providing practical vocational training. Thus the aim of the certificate course of the University College of Rhodesia is 'to provide professional training for leaders working in adult education, particularly those concerned with educational problems in the fields of urban and rural development'. The objectives of the course offered at the University of Rajasthan, India are 'to enable mature candidates engaged or interested in the education and training of men and women to achieve more understanding of their work and to develop

improved general competence and special skills needed for the efficient fulfilment of their task. To provide the candidates with an over-view of the field of adult education and an opportunity for practical work under supervision so that they could, in their turn, take up the task of teaching the theory and practice of adult education as a specialised subject. To provide those working with informal adult groups in the community in the various fields of activity the knowledge of the methods relevant to each field and the skill to use them'. The certificate course at the University of Zambia is designed for persons already working in adult education, who will be released by their employers for a year.

Sometimes the study of adult education is incorporated in a course of training in an allied subject. The Diploma in Agricultural Extension at the University of Queensland[1] is an example of this. The aims of the course are described in the official brochure in the following terms: 'The economic development of agriculture requires that farmers have both the motivation and the skills to define and solve problems and make decisions. The Diploma in Agricultural Extension aims to develop in students, not only these skills, but also the educational techniques they will need to teach farmers problem-solving and decision-making skills in ways which promote motivation to use them. The course also develops students' skill in diagnosing the technical problems in farming systems'.

Adult education embraces many activities and requires people with a diversity of skills. Universities have an important contribution to make by assisting, as appropriate, with the professional training of the teachers and leaders required. Equally important, however, is the promotion of adult education as a field of study deserving the attention of scholars of the highest repute. This is work which only universities, and allied institutes of higher

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1. University of Queensland: Diploma in Agricultural Extension.

learning, can undertake. The provision of courses in adult education leading to higher qualifications in which research rather than professional training takes procedence is clearly essential if this branch of education is to earn respect in the academic world, and new knowledge and insights made available for practitioners in the field.

The content of courses in adult education

Table III gives, in somewhat abbreviated form, the content of courses offered at twenty universities, selected to illustrate courses of differing kinds and from all parts of the world. Unfortunately space would not permit giving fuller details, or including more universities in this Table. Most of the universities listed also provide courses at levels other than that shown. Table IV gives fuller details of the Master's and doctoral courses at Teachers' College, Columbia University. Two points of clarification about Table III are, first, and obviously, that students do not necessarily have to take all the subjects listed to be eligible for the qualification, and secondly, that in some cases the subjects listed are not only studied for the qualification shown but may be incorporated also in other courses.

Giving brief titles to courses is not wholly satisfactory and assigning them to specifically headed colums is difficult since many courses could be placed under more than one heading. This is particularly true of introductory courses which tend to incorporate elements of education, psychology, sociology and other related disciplines. It seemed best, however, to attempt a table, despite these hazards, as this appeared the only manageable way of presenting so much material in a manner which would facilitate discussion.

Professor C.O. Houle expressed the problem of establishing courses in adult education as follows. 'Those who have had the task of building graduate departments of adult education have had to take their content where they could find it, chiefly from psychology, sociology, history, the study of foreign and domestic institutions, and the education of children. Somehow they have woven these

subjects into a pattern which has more or less coherence. Slowly - far too slowly - that pattern is now being enriched by studies focused more directly than before on the education of mature people'. [1]

Though the process may have been frustrating for those involved, a fairly discernable pattern has emerged, principally built around the disciplines mentioned by Professor Houle, and gaining inspiration from university courses in school or child education. Until comparatively recently the amount of research done on issues relating directly to adult education was very limited, but the situation is fast changing and the literature concerned solely or primarily with the education of adults is already considerable though clearly still inadequate.

It was stated at the outset that it was not the intention to make a critical analysis of the survey material, but to present the facts on which discussion could be based. This section on the content of the courses offered by universities will concentrate on drawing attention to information contained in Table III. The content of each course is naturally governed by the objectives in mind, and in particular by whether the aim is to provide theoretical study, referred to earlier as a research approach, or quite specifically to train people for work in adult education.

Part A of Table III refers to certificate and diploma courses, though it is possible that in some cases the information is also applicable to degree work. It has already been noted that this classification must be used with caution, and reference to Table I should be made to ascertain whether a particular course is open only to postgraduates or also to ungraduated students. In the following paragraphs the numbers in brackets refer to the numbers in Table III.

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1. C.O. Houle, 'The Doctorate in Adult Education', in Convergence, Vol. I, No. 1, March 1968.

The Oslo University [1] course concentrates on a general study of adult education and appears not to be directly related to the preparation of practitioners. The course at the Free University of Berlin, [2] however, combines both the 'research' and the 'professional' approaches.

Three courses are given from the United Kingdom. The Liverpool [3] diploma course, which can be taken by either full or part-time students, is an example of a general training for workers in adult education in Britain. The ingredients of the course - history, sociology, psychology, methods, organisation and comparative studies - could be cited as a model 'core' course in adult education. The diploma courses at Edinburgh [4] and Manchester [5] Universities offer a wider variety of subjects, many optional, than does Liverpool, in part because diploma courses in allied subjects such as community development are also available, and there can be some interchange between these and the course on adult education. The titles listed under 'other' indicate the range of specialist subjects available. Since both universities attract many overseas students adult education in developing countries is an optional paper in their diploma courses.

The course at the Coady International Institute [6] in Canada is an interesting case of study linked to a particular philosophy of adult education, the Antigonish Movement, which was a pioneer in community development.

The study of androgogy, supported by courses in sociology, psychology and research methodology, constitute the course at the People's University of Croatia [7], which provides both a sound understanding of the theory of adult education and assistance to practitioners on teaching methods.

Two courses from Africa, and one from Asia, complete this section of examples. The course at the University of Rajasthan [8] is made up in much the same pattern as the Liverpool University [3] course, and contains the 'core' subjects with no additional options. The course at the Universities of Rhodesia [9] and Dar-es-Salaam [10], on

the other hand, include such extras as literacy, women's education, rural and urban development, extension education and youth work.

Two examples of courses at the first degree level (Part B) are included in the Table, from Budapest[11] and Prague[12] Universities. The Hungarian course includes study of aesthetics and librarianship. The Czechoslovakian course is given in somewhat fuller detail, showing what is required of students during each of the four years of study. It will be seen that there is a strong bias towards psychology, and that amongst the additional subjects are literature, culture, languages, and politics.

Second degree courses (Part C) from the Universities of British Columbia[13], Saskatchewan[14], Montreal[15], Sydney[16], and Belgrade[17] are given in the Table. Each includes foundation courses in which sociological and historical studies are incorporated, and all contain consideration of teaching methods. The course offered at the University of Belgrade[17] also includes research methodology and study of a foreign language, an indispensable tool for students in many European universities.

Condensed information is given concerning three[1] doctoral courses at Toronto[18], Boston[19], and Teachers College, Columbia University[20], but this does not give an adequate impression of the wide range of options which are open to students of Master's and doctoral degrees in the United States. To obtain a more accurate picture reference should be made to Table IV which gives in greater detail the courses offered by Teachers' College, Columbia University.

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1. This is a very small selection of the doctoral courses available in North American universities. Details of other courses are given in 'A Survey of Graduate Programs in Adult Education in the United States and and Canada' by Professor R.J. Ingham and Professor Husain Qazilbash.

Adult education is a widely embracing term and it should cause no surprise that university courses, at all levels, include a considerable range of optional subjects. There are the obvious examples such as community development, agricultural extension, home economics, adult literacy and librarianship. But to these should be added many subjects reflecting particular needs or especial interests of the departments concerned. Examples of these are parent education, programmes for the disadvantaged, applied neurology, industrial education and training, physical education, youth leadership, statistics, aesthetics, and adult counselling. Indeed the range is limitless and can only be fully comprehended by a detailed examination of the official literature disseminated by universities.

Table III does not include examples where adult education constitutes only a minor part of a course, as for example in Japan, where adult education can be taken as a subsidiary part in first and second degrees. These courses include general introductory studies in adult education, embracing historical, sociological and psychological aspects, as well as instruction in teaching methods.

What ought and ought not to be included in university courses of adult education is a matter for debate, and is referred to in the last section of this report. At the level of higher degrees there is unlikely to be agreement that a 'course' as such is required. In many countries, doctoral students do not undertake prescribed programmes of study, and to expect them to do so might be regarded as an immature attitude to higher level work. When discussing the nature and content of higher degrees it is as well to recognise that there are these two - and no doubt more - radically different approaches, and that for many, study at these levels is best undertaken by supervised private investigation in depth, culminating in the writing of a substantial thesis, rather than any formal course work.

In general the precise composition of a course will depend on the academic standard to be achieved, the stated objectives, the duration and intensity of the period of study, and, in some circumstances, the conditions prevailing in

the country in which the course is held. Clearly no teaching can take place without an adequate number of competent teachers in the cluster of disciplines which together make up a course in adult education, and the books and other supporting aids that are required.

The courses in adult education in Japanese countries are associated with departments of education, and in many teaching programmes the connection between adult and other branches of education is stressed. In several universities the department of adult education is located in the education complex, and adult education forms part of teaching-training courses as an additional optional subject. That there should be close understanding between all who are concerned in universities with the study of education does not need emphasis. It does not make sense to to be enthusiastic over the concept of lifelong learning and fail to encourage real co-operation between academic educationsist concerned with the different branches of education. Adult education has much to learn from and a great deal to give to all facets of education. It is of the utmost importance that adult educationists should not place themselves in a position of isolation, divorced from their nearest relatives in the academic fraternity.

Staff and Students

The staff and students have been described as the important variables in any teaching programmes. Courses should reflect the interests of those who teach and those who learn. In the majority of cases correspondents have indicated that as far as possible courses in adult education are tailored to meet the specific requirements of the learners, and that student groups are usually small enough to allow for individual interests to be pursued.

In some countries universities have been providing teaching programmes in adult education long enough for there to be an adequate supply, at all levels of seniority, of trained adult educationists available to run courses. In many countries, however, this is not the case, and those who teach have gained their knowledge through private study unrewarded by a qualification, and through experience of teaching adults. The number of trained adult educationists is

growing, and new members coming into teaching departments of adult education are increasingly being required to have had formal preparation for the work.

Whether adult education has emerged sufficiently to be attracting enough potentially good recruits is a question which needs to be asked in each country. Where a career-structure in adult education is weak and the chances of promotion are slender, it is unlikely that people will wish to commit themselves to this work. Indeed, it can be argued that until universities regard adult education as a serious field of study, scholars are unlikely to be attracted to it. And herein is a problem. Which should come first - a demand for the study of adult education from interested persons which eventually culminates in a demand to incorporate the subject into the University curriculum? or universities taking the initiative, thereby enhancing the prestige of the subject and creating public interest in it?

Jindra Kulich, in his book on 'The role and training of adult education in Czechoslovakia', quotes an analysis made by Pacoosky on the general standard of adult educationists. Amongst others, Pacoosky cites three reasons for the low qualifications of professional workers in this field. The first is that professional training is not sufficiently valued both by those in control and by the educationists themselves; secondly, that working conditions are unattractive; and thirdly, that the employment of untrained people by organisations makes it harder to convince others of the necessity of obtaining a qualification. These three factors merit consideration since their applicability is probably widespread and university departments of adult education can assist directly in remedying the first and last, and indirectly the second.

The picture which correspondents give of the students is one of great diversity. Some courses cater for young people without practical experience, whilst others make work in adult education an essential pre-requisite for admission. Clearly the nature of the course of study will be shaped by the type of participant, and in particular whether it is to be regarded as initial training or more advanced study.

In certain cases experience can gain non-graduates admission to post-graduate courses. Thus, for example, the entry regulations for the Certificate of Adult Education of the University of Rhodesia require that a candidate shall either be a graduate or have obtained passes at the ordinary level of the General Certificate of Education and have substantial experience in adult education. Elswhere students having experience in adult education must also hold a non-graduate teaching certificate in order to gain admission to a post-graduate course.

No better picture of the diversity of potential students for adult education courses can be given than the list included in the literature of Florida State University[1]. At this university the degree programs are basically designed for persons preparing for the following leadership positions: -

1. Administrators of adult education who are responsible for developing, staffing, executing, and administering the adult education programs of the various agencies of adult education. Such positions include directors and assistant directors of university extension divisions and cooperative extension services, directors of State and County departments of public school adult education, directors of education divisions in labor organizations and the military services, deans of evening colleges, and directors of education for a variety of voluntary organizations and national associations.

2. Program specialists in adult education such as cooperative extension specialists, community development specialists, conference coordinators in centers for continuing education, library specialists in adult education, and others who are primarily responsible for program planning and development.

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1. Quoted by Professor R.J. Ingham and Professor Husain Qazilbash in 'A Survey of graduate programs in adult education in the United States and Canada'.

3. Supervisors and training specialists in adult education such as in-service education directors in business and industry and directors of training and in-service education for professional associations, governmental agencies, and universities.

4. Adult education counselors and master teachers such as counselors and teachers in university adult education divisions, evening colleges, and public schools.

5. Adult education researchers and professors of adult education.

It is hard to thing of anyone omitted from this list. The emphasis is clearly on full-time administrators, a feature of many university courses in which the professional rather than the research approach is uppermost. The training of teachers of adults figures less prominently, in part because the great majority are committed only on a part-time basis to the work. For them their training has either been in some other form of education or possibly solely through experience, a method which is often as irritating and unpleasant for those they presume to teach as for themselves.

Teaching Methods

Most University courses in adult education require the students to write a thesis or dissertation and face-to-face teaching there appears to be widespread dependence on syndicate and discussion methods allowing the greatest degree of student participation and flexibility in construction. There is little point in recording what seems to be common practice.

Some courses, particularly at the diploma and certificate level, require students to undertake practical work under supervision. The regulations of the University of Edinburg course refer to 'practical work especially in regard to methods of communication', and of the University of Rhodesia to 'supervised practical work'. Several courses include obligatory visits to adult education centres. A correspondent of the University of Adelaide writes of 'visits to institutions in the city and the near country engaged in a wide

variety of education services', and at the University of Sydney 'each class member is required during the course to pay visits to two adult education activities'. At the University of Glasgow 'all students during the first year of their course will participate in a number of visits to classes'. The correspondent of the University of Tampere refers to 'excursions' as being part of the course.

Many students studying adult education at universities do so on a part-time basis. In some cases instruction is given on one day or even one evening a week. Elsewhere students come into the university for a period of time and then return to their daily occupations, undertaking assignments by correspondence. This 'sandwich' method has much to commend it, especially where University courses are essentially regarded as professional training, since it enables the students to keep in touch with their own communities and to relate their theoretical study to the actual conditions in which they are or will be working. A new course under preparation at the University of Oslo, for example, for workers in adult education (i.e. the professional approach) will be a combination of courses at the University, instruction by correspondence and independent study.

Practical work, visits of observation, and combining study with continuing work in adult education help to ensure that the course of study is oriented towards the real needs of the learners.

Dr. Savicevic of the University of Belgrade, in an article in Convergence (Vol. 1, No. 1, March 1968) has described what appears to be a unique correspondence course organized by the Association of People's Universities of Croatia. This is a two-year programme for instructors and associates in institutions of adult education, providing them with a full preparation for their work. Studies in this course are based on the principles of higher education and continue for four semesters. The University of British Columbia has an undergraduate course called 'Introduction to Adult Education' which can be taken by correspondence.

As the pressure of students to obtain qualifications in adult education increases, universities may be compelled to remodel their methods of teaching and make more use of the means of mass communication. This is particularly the case in countries where teaching resources are limited and distances great.

Research

Since adult education is a field of study which overlaps into many disciplines, research which has a bearing on adult education will not be confined to a particular university department. Material of value will be found in many sources, and one of the problems is to ensure that the findings of researchers in other disciplines are made available, where appropriate, to the adult educationist.

First, there is research into adult education itself. How and why do people learn, how are attitudes changed and what are the most effective means of communication? The field is limitless; the urgent work to be done immense. Clearly research of this kind will require the attention of people of widely differing interests such as educationists, psychologists, and socioligists, to mention but a few. Furthermore the work will have to take account of the great diversity of situations, human and material, in which adult education is practised.

Secondly, there is research which is oriented towards the content of subjects taught in adult education. What are the matters of particular interest to mature-aged students? How best can history, literature, chemistry, music or computer science be incorporated into a curriculum for adults? What are the difficulties and advantages of teaching across subject boundaries? Again the list of possibilities for research is without end. Some of this work will be undertaken with the needs of adult learners quite specifically in mind, but some will not. For example, research into aspects of linguistics, which may be wholly unrelated to pedagogical problems, may nevertheless be of value to those concerned with adult literacy.

Thirdly is research into the administration and organisation of adult education. This is important not only because it has been neglected in the past, but also because of all the branches of education, adult education is notoriously the most difficult to administer effectively.

Some of this research will be undertaken by individuals, and without exception every correspondent has reported on research being actively pursued by adult educationists in the areas about which they were writing. For much, however, a co-operative approach is required when researchers from different departments within the same university, or from different universities or from different countries are brought together to examine a problem of mutual interest. An example of fruitful co-operation within one country comes from Jugoslavia, where the collective efforts of educationists to work out a theory of adult education has resulted in the publication of a major work, 'Essentials of Androgogy'.

Mr. DeCrow, in a pamphlet on New Directions in Adult Education Research (ERIC/AE, No. 139, August 1969) makes the following comments on the present state of research in adult education. 'Each year the amount of research increases; it will continue to increase; the annual production now, compared to (say) ten years ago, is dramatically greater. The quality has unmistakeably improved'. Despite this, DeCrow comes to the conclusion, however, that 'the urgency of cumulating needs has far out-stripped the growth and improvement in research effort'. And a remedy to this daunting situation? 'The research and development effort required by these challenges cannot come from more students working on dissertations, worthy as their efforts often are. Nor from more of the miscellaneous array of unrelated studies typically assembled in a year at ERIC/AE, useful as these unquestionably are. All this is little more than idle, desultory scratching around. Needed are large-scale, integrated campaings of research and development focused relentlessly on producing change in adult education practice and pursued with a fanatical no-such-thing-as-failure spirit'.

How far members of universities can be persuaded to combine together in such concerted programmes of research is a matter for discussion. Where there are national organisations of university adult education some assistance might be forthcoming from this quarter. Clearly, too, international bodies such as the International Congress itself and Unesco could no doubt help, though collective work of this nature will not necessarily be welcomed by all, and it certainly has financial implications for the institutions concerned. But it is no good simply bemoaning the lack of validated and usable research without doing something about it, and this conference affords an admirable chance to exchange views on this vital topic.

Matters for discussion

The purpose of this paper has been to provide a background for the discussions at the conference. It may assist the deliberations if some of the significant matters requiring the attention of adult educationists are highlighted and presented in the form of questions.

The paper raises certain general issues with regard to the teaching and study of adult education as an academic discipline, and these could be summarised as follows: -

1. What responsibilities are incumbent upon universities in the study and teaching of adult education?

2. How far are universities as a whole meeting these responsibilities?

In some countries many universities offer courses in adult education (e.g. United States, United Kingdom, Jugoslavia, Canada, Australia); in others, few or none are doing so. This uneven development prompts the question

3. What are the criteria regarding the number of universities required to teach adult education in a country?

Table III gives information on the content of courses in adult education. Some subjects appear frequently, and

indeed there is a core of subjects around which most courses are constructed. Bearing in mind the differing objectives of the offerings, and the different situations in which the work takes place, it would be helpful to have discussion on the structure and content of courses. Thus the question might be phrased as follows: -

4. What fresh insights have members of the conference into the structure and content of university courses in adult education?

The need to relate adult education to other branches of education and indeed to other university departments is mentioned, as is also the need to encourage inter-disciplinary, inter-university and inter-national research of relevance to adult education. Two questions should be examined: -

5. How are or can members of university departments concerned with teaching adult education be kept in touch with colleagues working in other branches of education and in other departments and disciplines?

6. What collective efforts can be made to improve the quality and output of research in adult education?

Many universities in the more developed countries are assisting those in the poorer countries to establish teaching programmes in adult education.

7. How effective is this assistance and how can it be improved?

And finally the conference should ask

8. What can the International Congress of University Adult Education and other international agencies do to facilitate the study and teaching of adult education?

The Director-General of Unesco, in his message on the inauguration of International Education Year, refers to out-of-school education and adult education as 'two branches

which, even today, are all too often regarded as peripheral when it is obvious if we take an overall view, that they are bound to play an essential part in the continuing and many-sided moulding of the human mind'.

Universities have many responsibilities to the communities in which they exist, and which they serve. This is the subject of a complementary paper to be examined by the conference. The purpose of this paper has been to draw attention to just one of these responsibilities, namely the study and teaching of adult education. It will not be claimed that this is the keystone, but few surely will doubt that it is one of the most important tasks facing university departments of adult education.

TABLE I

List of universities offering courses in adult education

Key to columns: -

Cert/Diploma:		Certificate and diploma courses
	Pre :	Courses open to students who do not hold a degree
	Post :	Courses open to students with a degree
First	:	
	Major :	Where adult education constitutes a major part of the course
	Minor :	Where adult education constitutes a minor or optional part of the course
Second	:	Second (Master's) degree courses
	Major :	As above
	Minor :	As above
Doctor	:	Doctoral courses

Continent Country	University	Cert Diploma		First		Second		Doctor
		Pre	Post	Major	Minor	Major	Minor	
AFRICA								
Kenya	Nairobi	x	x			x		x
Nigeria	Ibadan	x				x	x	x
	Ife				x	x	x	x
Rhodesia	Rhodesia	x	x			x		x
South Africa	Pretoria						x	
Tanzania	Dar-es-Salaam	x	x					
Uganda	Makerere					x		x
Zambia	Zambia	x						
AMERICA - NORTH								
Canada	Alberta		x			x		
	Brandon				x			
	British Columbia		x			x		x
	Coady Institute		x			x		
	Guelph					x		

Continent Country	University	Cert. Diploma		First		Second		Doctor
		Pre	Post	Major	Minor	Major	Minor	
Canada Cont.	Laval				x		x	
	Manitoba				x			
	McGill				x			
	Montreal					x		x
	Ottawa						x	
	Saskatchewan		x			x		
	Toronto		x			x		x
United States	Arizona State					x		x
	Boston		x			x		x
	Chicago		x			x		x
	California, Berkeley					x		x
	California, Los Angeles					x		x
	Cornell					x		x
	Florida State					x		x
	George Washington					x		x
	Indiana					x		x

Continent Country	University	Cert. Diploma		First		Second		Doctor
		Pre	Post	Major	Minor	Major	Minor	
United States Cont.	Michigan State					x		x
	Michigan					x		x
	Missouri					x		x
	Nebraska					x		x
	New York		x			x		x
	North Carolina					x		
	North Carolina State					x		x
	Pennsylvania State					x		
	Rutgers			x		x		
	Syracuse					x		x
	Teachers (Columbia)		x			x		x
	Vermont					x		
	Wisconsin					x		x
	Wyoming					x		x

Continent Country	University	Cert. Diploma		First		Second		Doctor
		Pre	Post	Major	Minor	Major	Minor	
AMERICA - SOUTH								
Peru	Casa de la Cultura	x						
	Nacional de Agustin	x	x					
	Santa Maria	x						
	Teleescuela Popular Americana	x	x					
ASIA								
India	Rajasthan-		x					
Japan	Atomi-gakuen Women's	x			x			
	Gumma	x			x		x	
	Hiroshima	x			x		x	
	Hokkaido	x			x		x	
	Kyushu	x			x		x	

Continent Country	University	Cert. Diploma		First		Second		Doctor
		Pre	Post	Major	Minor	Major	Minor	
Japan - Cont.	Kyoto	x			x		x	x
	Nagoya	x	x		x		x	x
	Osaka	x	x		x		x	x
	Tokyo	x	x		x		x	x
	Tokyo Education	x			x		x	
	Tokyo Metropolitan	x			x		x	
	Tohoku	x			x		x	
AUSTRALASIA								
Australia	Adelaide	x						
	New England		x					
	Melbourne		x					
	Queensland		x					
	Sydney						x	
EUROPE								
Czechoslo-vakia	Bratislava			x		x		x
	Prague			x		x		x

Continent Country	University	Cert. Diploma		First		Second		Doctor
		Pre	Post	Major	Minor	Major	Minor	
Czechoslovakia Cont.	Presevo					x		x
France	Paris (Sorbonne)	x	x	x	x	x	x	x
Finland	Tampere			x	x	x	x	x
Hungary	Budapest			x		x		x
	Debrecen			x		x		x
Norway	Osio	x				x	x	x
Poland	Krakov			x		x		x
	Warsaw			x		x		x
Switzerland	Zurich	x						
U.S.S.R.	Kiev					x		x
	Moscow					x		x
United King - dom	Edinburgh		x			x		x
	Glasgow		x				x	x
	Hull		x					
	Leeds					x		x

Continent Country	University	Cert. Diploma		First		Second		Doctor
		Pre	Post	Major	Minor	Major	Minor	
United Kingdom Cont.	Leicester	x				x		x
	Liverpool	x	x			x		x
	Manchester	x	x			x	x	x
	Nottingham	x	x			x	x	x
West Germany	Free (of Berlin)	x	x			x		x
Yugoslavia	Belgrade			x			x	x
	Ljubljana							x
	Pristina							x
	Sarajevo							x
	Skopje							x
	Zagreb					x		x

Table II

Number of courses offered in adult education, by countries

		Cert./Diploma	First	Second	Doctor
AFRICA	Kenya	1	-	1	1
	Nigeria	1	1	2	2
	Rhodesia	1	-	1	1
	South Africa	-	-	1	-
	Tanzania	1	-	-	-
	Uganda	-	-	1	1
	Zambia	1	-	-	-
	TOTAL	5	1	6	5
AMERICAN.	Canada	5	4	9	3
	U.S.A.	4	1	23	19
	TOTAL	9	5	32	22
AMERICAS.	Peru	4	-	-	-
	TOTAL	4			
ASIA	India	1	-	-	-
	Japan	12	12	11	3
	TOTAL	13	12	11	3
AUSTRALASIA	Australia	4	-	1	-
	TOTAL	4		1	
EUROPE	Czechoslovakia	-	2	3	3
	France	1	1	1	1
	Finland	-	1	1	1
	Hungary	-	2	2	2
	Norway	1	-	1	1
	Poland	-	2	2	2

Table II - Continued

Number of courses offered in adult education, by countries

EUROPE Cont.	Cert. / Diploma	First	Second	Doctor
Switzerland	1	-	-	-
U.S.S.R.	-	-	2	2
United Kingdom	7	-	7	7
West Germany	1	-	1	1
Yugoslavia	-	1	2	6
TOTAL	11	9	22	26
GRAND TOTAL	46	27	72	56

TABLE III

Content of Courses at selected Universities

* Please note that in many courses several of the subjects listed are optional

University	General	History	Sociology	Psychology	Teaching Methods	Programme	Administration	Other
PART A. CERTIFICATE AND DIPLOMA COURSES								
1. OSLO	An introduction to the theory of adult learning Comparative AE	History of AE	Social-psychological aspects of AE	Psychology of learning Psychology of adults	Study techniques Methods and techniques			
2. FREE (BERLIN)	General philosophy of AE in todays society Policies and problems of AE Comparative studies	History of AE	Social background Sociology of workers' Education	Adult learning	Didactics and Methods Mass Media Didactics of teaching and learning at Universities	Functions and ways of continuing education, especially at Universities Education for Citizenship Workers' Education	Systems and organisation of AE in Western and Eastern Germany	Aims and methods of residential education First steps in AE research
3. LIVERPOOL	Comparative AE	History of AE	Sociology	Psychology Adult Learning	Methods of teaching adults Communications		Organisation of AE	

University	General	History	Sociology	Psychology	Teaching Methods	Programme	Administration	Other
4. EDINBURGH	Aims, practice and organisation of AE Principles of Education Comparative AE	History of AE in Great Britain	Sociology of Education	Psychology in relation to AE	Techniques of communication			AE in Developing Countries Agricultural extension work Adult literacy work Economic problems of Developing Countries Physical education and recreation Services related to the needs of youth
5. MANCHESTER	The social frame-work Comparative AE	AE in Britain	Concepts in social science Introduction to research methods	Adult Learning	Methods of teaching Use of audio-visual aids Use of television and radio Lecturing and discussion techniques	Planning and organisation of AE	Administration of AE in Britain Administration of AE in Developing Societies Community organisation	Adult functional literacy Liberal studies in further education Correspondence education Industrial education and training Community Development

University	General	History	Sociology	Psychology	Teaching Methods	Programme	Administration	Other
6. COADY INTERNATIONAL INSTITUTE	Principles of AE	Philosophy and principles of the Antigonish Movement	Elementary sociology		Communications		Co-operative service organisations	Elementary economics Community Development Fundamental accounting Nutrition
7. PEOPLE'S UNIVERSITY OF CHINA	Foundation of andragogy Comparative andragogy	History of AE	Sociology of AE	Psychology	General methodology of AE Practical work and tutorials		System and organisation of AE	Research methodology in andragogy Statistics in andragogy
8. MALAYSIA	Principles of AE	Historical perspectives	Sociological background of AE	Adult psychology and adult learning	Methods of AE	Planning, organisation and administration of AE programmes		
9. RHODESIA	Aims, principles and organisation of AE AE in Central Africa			Adult learning	Teaching methods Correspondence education			Urban AE Training in industry Home economics and women's education

University	General	History	Sociology	Psychology	Teaching Methods	Programme	Administration	Other
9. RHODESIA Continued								Extension education Community Development Youth work
10. DAR-ES-SALAAM	History and philosophy of AE		Sociological and economic factors affecting AE	Adult Learning	Study skills Methods of teaching adults Mass Media		Planning and administration of AE	Literacy Women in national development in Tanzania Rural development
PART B. FIRST DEGREE COURSES								
11. KUMASI	Introduction to AE Philosophy of Ae Theory of AE	History of education	General sociology Applied sociology	Social Psychology	Theory of Mass communication		System and organisation of AE	Introduction to librarianship Aesthetics
12. PRAGUE 1st year	Development of A.E.	History of AE		General psychology	General pedagogy			Sociology of culture History of Film History of Philosophy

University	General	History	Sociology	Psychology	Teaching Methods	Programme	Administration	Other
12. PRAGUE 1st year Continued								Political Economy Czech literature Russian Physical education
2nd year				Social Psychology Psychology of youths General Psychology	Pedagogy of adults			Rhetorics Marxist Philosophy Political economy
3rd year		History of AE		Educational Psychology	Programme Learning			Aesthetics
4th year	Comparative AE			Theory of personality Methodology of social psychology	Theory and practice of audio-visual aids			Methods and techniques of research work
PART C. SECOND DEGREE COURSES								
13. BRITISH COLUMBIA	Introduction to AE Foundations of AE				Methods of AE Mass Media and AE			Seminar Study in related field

University	General	History	Sociology	Psychology	Teaching Methods	Programme	Administration	Other
14. SASKATCHEWAN	Continuing education in todays society Comparative continuing education			Psychological background of AE	Group processes and communication	Programme planning and evaluation	Administration for Extension workers	Applied community development Trends and issues in continuing education
15. MONTREAL	Nature of AE Evaluation of AE		Foundations of sociology	Psychological development	Activities and methods in the teaching of adults		Organisation and administration	Research seminar
16. SYDNEY	AE in Australia, with comparative reference to the United Kingdom and United States		Sociology of adult learning	Psychology of adult learning	Methods and techniques		Problems of organisation, with special reference to Australia	AE in developing countries
17. BELGRADE	Theory of AE	History of AE, with comparative AE			Practical work and tutorials			Foreign language Research methodology

University	General	History	Sociology	Psychology	Teaching Methods	Programme	Administration	Other
PART D. DOCTORAL DEGREE COURSES								
18. TORONTO	Outline of AE Comparative studies		Social Foundations of AE	Psychological development during adulthood Small group theory and AE	Teaching in AE	Programme planning and appraisal in AE		Community education and development Adult basic education Family life education
19. BOSTON	Nature of AE			Psychology of adult learning Group processes in AE	AE methods		Organising and administering AE Administration of higher AE	AE research Community AE
20. TEACHERS COLLEGE COLUMBIA UNIVERSITY	General seminar in AE		Sociology of AE	Adult Development		AE Programme Development	Administration of AE	Field study Research Counselling Courses from other departments

Table IV

I. The Master's Degree Program in Adult Education

The purpose of this program is to provide professional preparation for persons preparing for a range of intermediate administrative and program development positions in adult education divisions associated with colleges, universities, community colleges, school systems, businesses, industries, government, military, unions, associations, religious organizations, libraries, or community agencies.

The program which follows has been designed to provide a general orientation to the development and scope of the field of adult education, and to the professional literature related to it. The Master's Degree Program in Adult Education is not designed to prepare persons to assume major leadership positions in the field of adult education. This is the purpose of the doctoral program in adult education.

In general, the Master's Degree Program in Adult Education consists of about 32 points of which at least 12 points will be in the major field of adult education, at least 8 points will be in the Departments of Psychology and of Philosophy and the Social Sciences. The remaining points in elective courses may be distributed in any one of several patterns as illustrated in the section of this statement on areas of emphasis.

For information regarding admission procedures, general program requirements, etc., students are urged to consult the Teachers College Bulletin and the General Bulletin prepared by the Department of Higher and Adult Education. Candidates for a master's degree may offer either 32 points in courses or 30 points plus an essay or report which must be approved in advance by the adviser and the Registrar.

Normally, the requirements for the master's degree can be met in one academic year of full-time study. However, if a candidate has had no previous teaching and/or administrative experience, he is strongly urged to distribute his study over a two-year period so that field experience

and/or an internship can be included in his program.

Area of Emphasis

Graduate students who enroll for a Master's Degree with a major in Adult Education may elect one of several areas of emphasis including the following:

1. History and Philosophy of Adult Education
2. Adult Education Program Development
3. Adult Basic Education
4. Adult Education and Community Development
5. Financing Adult Education
6. Supervision of Adult Education Programs
7. Adult Education Counseling
8. Adult Education Research and Evaluation

The course program for each area of emphasis related to adult education will include a core of at least 16 points devoted to the broad field of education, including adult education. The remaining courses will be selected to develop competence directly related to the chosen area of emphasis. One purpose of the core courses is to enable the student to become familiar with the literature of adult education as a basis for continuing professional development.

Core Courses (16 points)

1. Major Field (8 points)

TD4600	General Seminar in Adult Education (4 points Req.)
TD4578-79	Field Work in Higher and Adult Education (2)

TD3000 Purpose and Policies of Higher Education (3) or TA3010 Overview of Public School Administration (2, 3)

TD3511 Organization and Administration of Higher Educational Institutions (3) or TA3410 The Administration of Secondary Schools (2, 3), or TD45 6 Seminar in the Organization and Administration of Community Junior Colleges (2, 3)

2. Professional (8 points)

a) Philosophy and the Social Sciences (3 points)

TF3000 Education and Society (3, 4)
TF3004 American Culture and Education (3, 4) Required of students from outside the continental United States.
TF3750 International Education (2, 3)
TF3700 Comparative Education (2, 3)
TF3800 Philosophy of Education (2, 3)
TF3602 History of Education in the United States (2, 3)
TF3621 History of American Social Thought (3)
TF4808 Ways of Knowing (3)
TF3100 Anthropology and Education (2, 3)
TF3202 Sociology of Education (2, 3)
TF3206 Urban Sociology and Education (2, 3)
TF3208 Rural Sociology and Education (2, 3)
TF3400 Economics of Education (2, 3)
TF3300 American Politics and Education (2, 3)

b) Psychology (3 points)

TP3000 Psychological Foundations of Education (3)
TP3102 Psychology of School Learning (2, 3)
TP3302 Psychology of Adjustment (3)
TP3401 Social Psychology for Educators
TP3205 Developmental Psychology: Maturity and Aging (2, 3)

TP3303 Vocational Development and Adjustment (2, 3)

Specialized Areas (16 points)

Each student will select an area of emphasis that will assure some depth of preparation in some aspect of adult education practice. The core and specialized courses that constitute the Master's Degree Program in Adult Education will typically apply to the Professional Diploma and to the Doctorate for those students who continue. However, the purpose of the concentration of half of the Master's degree coursework in one area of emphasis is to develop a level of professional competence that corresponds to a specialized area of practice that is of particular interest to the student.

The following listings of courses are illustrative of those that might be included in the course program by students who had chosen each of the selected areas of emphasis.

1. History and Philosophy of Adult Education

TF3800	Philosophy of Education (2, 3)
TF3602	History of Education in the United States (2, 3)
TF4604	History and Theory of Higher Education (2, 3)
TF3700	Comparative Education (2, 3)
TF4808	Ways of Knowing (3)
TI3999	Research and Independent Study in Education (1-6)

2. Adult Education Program Development

TY3000	General Course in Curriculum and Teaching (2, 3)
TI3000	Social Policy in Administration and Curriculum (2, 3)
TY3010	Principles of Teaching (2, 3)
TY3092	Audiovisual Materials and Methods (2, 3)

TY3904	Using Television, Radio and Recording in Education (2, 3)
TP3205	Developmental Psychology: Maturity and Aging (2, 3)
TP3500	Introduction to Measurement (2, 3)
TI3801	Introduction to Probability and Statistics (3)
TY5100	Programs and Strategies for Curriculum Improvement (2, 3)
TD3500	Curriculum and Instruction in Higher Education (3)
TY5600	Program Design and Processes for Adults (2, 3)

3. Adult Basic Education

TY3000	General Course in Curriculum Development (2, 3)
TY3902	Audiovisual Materials and Methods (2, 3)
TP3205	Developmental Psychology: Maturity and Aging (2, 3)
TP3500	Introduction to Measurement (2, 3)
TY3020	Teaching the Slow Learners (2, 3)
TF3202	Sociology of Education (2, 3)
TP3301	Personality and Mental Health (2, 3)
TP4301	Personality Maladjustment of Children and Youth (3)
TP4503	Psychological Tests in Vocational Counseling and Personnel Selection (3, 4)

4. Adult Education and Community Development

TD3330	Community Development as Educational Process (3)
TF3206	Urban Sociology and Education (2, 3)
TF3208	Rural Sociology and Education (2, 3) or Soc. G4013 Theory and Practice of Community Organization (3); or S.W. 141-4 Community Organization (2 ea); or S.W. 240 Seminar in Community Organization (3)

Soc. G6063	Theory and Research in Social Stratification (3)
TG3502	Community Agencies and Their Part in Guidance (2, 3); or TR4101 Health Education in the Community (2, 3); or Soc. G4021 Social Aspects of Manpower (3); or S. W. 262 Analyses of the Processes of Social Change
TF3750	International Education (2, 3)
TP4420	Analysis of Urban Social Systems
TP5400	Psychology of Social Change (3)
TF4220	Sociology of Adult Education (3)
TP3451	Group Development (3)

5. Financing Adult Education

TD3000	Purposes and Policies of Higher Education (3); or TA3017 Fundamentals of Public School Administration (3); or TD5560 The Community Junior College (2, 3)
TD3511	Organization and Administration of Higher Educational Institutions (3); or TA3410 The Administration of Secondary Schools (2, 3); or TB3022-23 Principles, Practices, and Policies of Modern Management (2, 3 each term)
TD4540	Financial Administration of Higher Educational Institutions (3); or TA5155 School Business Administion (3)
TA4148	The Law and the Schools (3)
TA5141	The Structure and Administration of Public School Finance (3)
TA5154	Advanced School Plant Planning (3).
TD4578-79	Field Work in Higher and Adult Education (1-4)

6. Supervision of Adult Education Programs

TY3000	General Course in Curriculum Development (2, 3)
TY5100	Programs and Strategies for Curriculum Improvement (2, 3)
TD4531	College Personnel Policies and Practices (3); or TA5131 Staff Personnel Administration (3)
TP3303	Vocational Development and Adjustment (2, 3)
TP3500	Introduction to Measurement (2, 3)
TI3801	Introduction to Probability and Statistics (3)
TP3605	Psychology of Personnel Development and Utilization (3)
TP3401	Social Psychology for Educators (2, 3)
TP5450	Social Psychology of Organizations(3)
TI3999	Research and Independent Study in Education (1-4)

7. Adult Education Counseling

TP3500	Introduction to Measurement (2, 3)
TP3600	Techniques of Appraisal for Educational and Vocational Counseling(2, 3)
TD3050	Student Personnel Administration in Higher Education (2, 3)
TP4604	Theories of Marriage and Family Counseling (2)
TP3303	Vocational Development and Adjustment (2, 3)
TP4503	Psychological Tests in Vocational Counseling and Personnel Selection (3, 4)
TG3601	Nature and Sources of Occupational and Educational Information (2, 3)
TG3211	Techniques of Counseling (2, 3)
TG4740	Practicum in School and College Counseling, Section 3 Counseling with Adults (4)

TH3202	Parent Education and Parent Counseling (2, 3)
LS K 6091	Advisory Services

8. Adult Education Research and Evaluation

TP3500	Introduction to Measurement (2, 3)
TI3801	Introduction to Probability and Statistics (3)
TI3802	Statistical Inference (3)
TI3830-31	Methods of Empriical Research, I, II (2 Each)
TI4800	Correlation Analysis (2)
TF3250	Methods of Social Research: Field Methods (2, 3)
TF3251	Methods of Social Research: Survey Methods (2, 3)
TH6900	Research Methods in the Field of the Family (3)
TP5500-01	Theory and Practice of Test Construction (3 each term)
TI5880	Statistical Treatment of Mass Data (3)
TD6594-95	Research in Higher and Adult Education (2-4 each term)

II. Program of Study for the Ph.D. in the Area of Adult Education Research

A. Specific Program Objectives

1. Broad familiarity with the field of adult education as the setting from which researchable questions arise and to which research findings are to be applied.

2. Detailed understanding of some of the major theoretical formulations in the social and behavioral sciences that are most relevant to adult education (e.g. theory related to community change, group development, administration, and adult learning and development).

3. Extensive understanding of and experience with research methods that are common to much of social and behavioral science research (e.g. formulation of researchable questions, theory building, specification of hypotheses, research design, construction of data collection devices, data processing and the use of computers, data analysis including descriptive and inferential statistics, and presentation of findings) or that are central in historical research.

4. Knowledge of ways in which researchers and others can encourage the dissemination and utilization of research findings.

5. Demonstrated ability to conduct successfully several research projects.

B. Procedures for Completion of the Degree

The course requirements listed below may be met either by the specific courses indicated, or by comparable courses at Columbia University or elsewhere. With the approval of the

faculty adviser and the professor concerned, individual or tutorial type study in a specific course category may be substituted for any of the required courses in the major field, up to a maximum of 9 points. Appraisal examinations are also available in certain areas to exempt students from introductory course work and are administered by the department or faculty member who offers the course. Many of the courses that are listed have prerequisite courses, some of which are not listed in the course program. Students must satisfy course prerequisites, however, Required courses are designated by an (Req.) following the course title. Within the general requirements of the College, an individualized course program for each graduate student will be developed in consultation with his advisor in recognition of the student's background, rate of development, and aims, and the availability of designated courses and experiences during the tenure of the student at Teachers College.

In the following program, various categories of courses are shown with typical point requirements designated in the summary. In every program, the minimum total requirement is 75 points of acceptable graduate courses. Furthermore, each student's program must include not fewer than 15 points of courses, exclusive of statistics and research courses, that are offered by the departments other than the Department of Higher and Adult Education. In addition, candidates must show satisfactory performance on the Teachers College General Examination and the Department of Higher and Adult Education Certification Examination, meet the residence requirement, and prepare and defend a doctoral dissertation. The foreign language requirements are two foreign languages approved by the Area Committee. With approval of the Area Committee, statistics may be substituted for one language. The present bulletin deals only with

the program of study for the Ph. D. degree in the area of adult education. For general information, about admission, residence, certification, examination, and the like, students must consult the bulletin, Requirements for the Degree of Philosophy, issued by the Office of Doctoral Studies.

C. Course Program (Organized in terms of program objectives)

1. Research Methods

TI3801	Introduction to Probability and Statistics (3) (Req.)
TI3802	Statistical Inference (3) (Req.)
TI3830-31	Methods of Empirical Research I, II (2 each)
TF3250	Methods of Social Research: Field Methods (2, 3)
TF3251	Methods of Social Research: Survey Methods (2, 3)
TP3500	Introduction to Measurement (2, 3) (Req.)
TP4501	Tests of Character, Personality and Adjustment (3)
TI4800	Correlation Analysis (2)
TI4801	Analysis of Variance and Experimental Design (2)
TI5100	Computer Simulation Techniques in Educational Research (3 either term)
TP5500-01	Theory and Practice of Test Construction (3 each term)
TD4594	Introduction to Research Findings and Problems in Higher and Adult Education (3)
TD6594-95	Research in Higher and Adult Education (2-4 each term)
TD6690-91	Seminar on Policies and Problems of Adult Education (3 each term) (Req.) For one term doctoral candidates may also enroll for TP6850, TF6000,

	TA6000, or TD6000, if they qualify for admission to the seminar.
TD7000	Dissertation Seminar in Higher and Adult Education (1)
TI5880	Statistical Treatment of Mass Data (3)
Soc. G6097	Survey Methods in Sociological Research (3)
Soc. G5099	Field Methods in Sociological Research (3)
Soc. Psych. G6325	Experimental Social Psychology (3)
TI5500	Historical Method (3)
Hist. G6000	Nature and Types of History and Historiography (3)
Soc. G6088	The Use of Census Type Data in Social Research (3)
Soc. G6098	Historical Methods and Documentary Analyses in Sociological Research (3)

2. Substantive (Note: Both typical substantive courses for the major specialization in adult education and related non-major courses are listed below within five categories to reflect the major objectives of the program. The courses that would be listed in the program plan under the major are designated by an (M) preceding the course number. The courses are listed within each category to reflect sequence. Courses from several categories would typically be taken concurrently.)

(a) Adult Learning and Development (Psychology)

TP3000	Psychological Foundations of Education (3)
TP3200	Psychology of Development (3)
(M) TP3205	Developmental Psychology: Maturity and Aging (2, 3)

TP3100	Psychology of Learning (3)
TP3303	Vocational Development and Adjustment (2, 3)
TP3401	Social Psychology for Educators (2, 3)
TP4102	Motivation (3) (Prerequisites TP 3102)
Soc. Psy. G4555	The Motivation of Behavior (3)
Soc. G4808	Character and Social Structure (3)
Psych. G4051	Contemporary Theories of Learning (3)

(b) Adult Education Agency (Administration)

TD3511	Organization and Administration of Higher Educational Institutions (3); or TA3410 The Administration of Secondary Schools (2, 3); or TD 4586 Seminar in the Organization and Administration of Community Junior Colleges (2, 3)
TP5400	Psychology of Social Change (3)
Soc. G6045 -G6046	Elements of Organization (3)
Soc. G6053	Empirical Study of Organizations(3)
TP5450	Social Psychology of Organizations (3)
(M) TD6610	Administration of Adult Education (2, 3) (Req.)

(c) Social Context of Learner and Agency (Sociology)

TF3200	Sociology of the Community (2, 3)
TF3202	Sociology of Education (3)
TF3206	Urban Sociology and Education (2, 3)
TD3330	Community Development as Educational Process (3)
Soc. G6063	Theory and Research in Social Stratification (3)

Anthrop. G4135 -G7136	Studies in Contemporary American Culture (3)
Anthrop. G4173	Community Studies in Comples Cultures (3)
(M) TF4220	Sociology of Adult Education (3) (Req.)

(d) Adult Education Program Development (Curriculum)

TF3800	Philosophy of Education (2, 3)
TY3000	General Course in Curriculum Development (2, 3)
(M) TY5600	Program Design and Processes for Adults (2, 3) (Req.)

(e) Integrative

(M)TD4600	General Seminar in Adult Education (4 points Req.) (1 or 2 points per term, maximum 9 points)
(M)TD4578-79	Field Work in Higher and Adult Education (1 to 4 points each term)

3. Summary of Requirements (Regarding Ph. D. program plan from categories)

Number of points	Minimum	Recommended
(a) Major		
(1) Specialization in Adult Education	12	16
(2) Research Methods	20	30
(b) Non-Major		
(1) Psychology	6	8
(2) Sociology	6	8
(3) Administration	3	8
(4) Curriculum and Instruction	3	5

Number of points	Minimum	Recommended
(c) Individual Needs and Interests	*	-
TOTAL	75	75

* The remaining 25 points can be distributed between the other categories, as suggested in the "Recommended" column.

III. Program of Study for the Degree of Doctor of Education.

Area: ADULT EDUCATION

The main purpose of the doctor of education program in the area of adult education is to prepare persons to assume major leadership positions in the field of adult education. The types of positions for which students may prepare include dean, director, department chairman and program specialist in an adult education division associated with a college, university, community college, school system, business, industry, government, military, union, association, religious organization, library, or community agency.

To implement the above purpose, the program includes both liberal and professional elements. The requirements listed below may be met either by the specific courses indicated, or by comparable courses clearly in the indicated course category, taken at Columbia University or elsewhere. With the approval of the faculty adviser and the professor concerned, individual or tutorial type study in a specific course category may be substituted for any of the required courses in the major field. Appraisal examinations are also available in certain areas to exempt students from introductory course work. The following list of courses is presented as a pattern, and not as a binding set of requirements. Required courses are designated by (Req.). Within the general requirements of the college, modifications may be made in recognition of the student's background, rate of development, and aims; and the availability of designated courses and experiences during the tenure of the student at Teachers College.

In the following program various categories of courses are shown with minimum point requirements designated. In every program, the minimum total requirement is 90 points of acceptable graduate courses, at least 45 points of which must be completed through Teachers College registration. Furthermore, each student's program must include not fewer than 15 points of courses, taken

subsequent to the first 30 points of applicable graduate credit, offered by departments other than the Department of Higher and Adult Education. In addition, candidates must show satisfactory performance on the Teachers College General Examination and the Department of Higher and Adult Education Certification Examination, meet the residence requirement, and prepare and defend a doctoral dissertation. The present bulletin deals only with the program of study for the degree of Doctor of Education in the area of adult education. For general information, about admission, residence, certification, e amination, and the like, students must consult the bulletin, Requirements for the Degree of Doctor of Education, issued by the Office of Doctoral Studies.

1. Major Field and Specification (45 points)

a. General and Introductory Courses (6 points)

TD3000	Purpose and Policies of Higher Education (3); or TA3017 Fundamentals of Public School Administration (3); or TD5560 The Community Junior College (2, 3)
TD4600	General Seminar in Adult Education (2 pts. Req.) (1 or 2 pts. per term, maximum 9 points)

b. Advanced Courses (15 courses)

TF4220	Sociology of Adult Education (3)
TP3205	Developmental Psychology: Maturity and Aging (2, 3)
TD6610	Administration of Adult Education (Req.) (2, 3)
TY5600	Program Design and Processes for Adults (2, 3)
TD4578-79	Field Work in Higher and Adult Education (1 to 4 points each term)

TD6511	Organization and Administration of Higher Educational Institutions (3); or TA3410 The Administration of Secondary Schools (2, 3); or TD4586 Seminar in the Organization and Administration of Community Junior Colleges (2, 3)
TD4531	College Personnel Policies and Practices (3); or TA5131 Staff Personnel Administration (3)
TD4540	Financial Administration of Higher Educational Institutions (3); or TA5155 School Business Administration (3)
TG4740	Practicum in School and College Counseling, Sect. 3, Counseling with Adults (4)
TI6500	Interdepartmental Seminar in Higher Education (3); or TY3000 General Course in Curriculum Development (2, 3)
TD6560	Seminar in Community Junior College Curriculum (2, 4)
TD3330	Community Development as Educational Process (3)

c. Courses Which Prepare Students for Projects (15 points)

(1) General

TD4594	Introduction to Research Findings and Problems in Higher and Adult Education (3)
TD6690-91	Seminar in Policies and Problems of Adult Education (3 each term), (3 pts. Req.) (For one term doctoral candidates may also enroll for TP6850, TF6000, TA6000, or TD6000)
TD6594-95	Research in Higher and Adult Education (2-4 each term)
TI3801	Introduction to Probability and Statistics (3) (Req.)

TI3802	Statistical Inference (3)
TD7000	Dissertation Seminar in Higher and Adult Education (1)

(2) Historical and Related Research

TI5500	Historical Method (3)
TF4808 Hist.	Ways of Knowing (3)
G6000	Nature and Types of History and Historiography (3)
Soc. G6088	The Use of Census Type Data In Social Research (3)
Soc. G6098	Historical Methods and Documentary Analyses in Sociological Research (3)

(3) Empirical Research

TI3830-31	Methods of Empirical Research, I, II (2 each)
TI4800	Correlation Analysis (2)
TI4801	Analysis of Variance and Experimental Design (2)
TI3250	Methods of Social Research Field Methods (2, 3)
TF5102	Methods of Research on Human Organization (3)
TH6900	Research Methods in the Field of the Family (3)
TI3251	Methods of Social Research: Survey Methods (2, 3)

d. Courses in Instructional Fields (Provided for in category 4, Provision for other Individual Needs and Interests)

e. Courses in Related Scholarly Disciplines (9 points)

At least two courses in one of the scholarly disciplines such as economics, sociology, political science, ethics, etd., offered by Teachers College or by other graduate schools of Columbia University. These may include such as:

TF4100	Social Organization and Administration (3)
Anthrop. G4135	Studies in Contemporary American Culture (3)
Anthrop. G4173	Community Studies in Complex Cultures (3)
Econ. G4805	Public Finance (3)
Soc. G6045	Elements of Organization (3)
Soc. G6053	Empirical Study of Organizations (3)
Soc. G9121	Organizational Innovations in Higher Education (3)
Soc. G6063	Theory and Research in Social Stratification (3)
Soc. Psy. G4555	The Motivation of Behavior (3)
Soc. G4808y	Character and Social Structure (3)
Psych. G4051	Contemporary Theories of Learning (3)
TD5400	Psychology of Social Change (3)
Bus. B6009	Business Decision Making (3)
Bus. B6011	Human Behavior in Organizations (3)

2. Broad and Basic Areas of Professional Scholarship
(18 points)

a. The Nature of Education (6 points)

TF3200	Sociology of Education (3)
TF3206	Urban Sociology and Education (2, 3)
TF3208	Rural Sociology and Education (2, 3)
TF3390	American Politics and Education (2, 3)
TF3400	Economics of Education (2, 3)
TF3600-01	History of Education in Western Culture (2, 3)
TF3602	History of Education in the United States (2, 3)
TF3700	Fundamentals of Comparative Education (2, 3)

TF3800	Philosophy of Education (2, 3)
TF4606	History and Theory of Higher Education (2, 3)

b. Nature of Persons and Learning Processes (6 points)

TP3000	Psychological Foundations of Education (3)
TP3100	Psychology of Learning (3)
TP3102	Psychology of School Learning (2, 3)
TP3303	Vocational Development and Adjustment (2, 3)
TP3401	Social Psychology for Educators (2, 3)
TP3451	Group Development (3, 4)
TP4102	Motivation (3)
TP4400	Psychology of Conflict Resolution (3)

c. The Methods of Evaluation and Research (6 points)

TP3500	Introduction to Measurement (2, 3) (Req.)
TP4501	Tests of Character, Personality, and Adjustment (3)
TP4503	Psychological Tests in Vocational Counseling and Personnel Selection (3, 4)
TP5500-01	Theory and Practice of Test Construction (3 each term)
TI3501	Evaluation Procedures for Teachers (2, 3)
TI5880	Statistical Treatment of Mass Data (3)
Soc. G9073	Methods of Evaluation Research (3)

3. Related Specializations

(Provision for related specializations is contained within the course pattern for the major field and specialization in that courses in the major build on sequences of courses in other departments.)

4. Provision for Other Individual Needs and Interests
(Maximum 27 points)

a.	Major field and Specialization	0-27 points
b.	Broad and Basic Areas of Education	0-27 points
c.	Courses in Instructional Fields	0-27 points
d.	Guided Professional Development	0- 9 points
e.	Personal Professional Development	0- 6 points
	Maximum	27 points

Summary of Requirements

		Minimum Points
1a	General and Introductory Courses	6
1b	Advanced Courses	15
1c	Preparation for Projects	15
1e	Related Scholarly Disciplines	9
2a	Nature of Education	6
2b	Nature of Persons and Learning	6
2c	Methods of Evaluation and Research	6
4	Individual Needs and Interests	0-27
		90

Appendix A

List of Correspondents

AFRICA	Professor Lalage Bown
	Mr. K.O. Hagan
	Professor Jack London
	Mr. R.C. Prosser
	Mr. D.D. Russell
AMERICA, North	Mr. R. DeCrow
	Dr. J.A. Draper
	Mr. S.M. Grabowski
	Dr. W.S. Griffiths
	Dr. M.S. Knowles
	Dr. A.B. Knox
	Dr. B. Kreitlow
	Dr. H.W. Roberts
	Professor E.B. Stanton
	Dr. W.B. Thiede
AMERICA, Central	Mr. R.M. Nettleford
AMERICA, South	Dr. I.G. Ginouves
	Dr. Jorge Cornejo Polar
ASIA	Dr. Yehezkel Cohen
	Mr. S.C. Dutta
	Mr. K. Furuki
	Mr. T.C. Lai
	Professor T.T. Mitsui
	Professor S. Okamura
	Mrs. A. Rahnama
	Mr. K. Rantalaiho
	Mr. J.L. Sachdeva
	Mr. M. Tashiro

..... Cont.

AUSTRALASIA	Mr. V. Crew
	Dr. D. W. Crowley
	Mr. B.H. Durston
	Mr. I. Hanna
	Mr. D.G. James
	Mr. A.J.A. Nelson
	Dr. J. Tully
EUROPE	Dr. H. Amberg
	Professor Franco Bonacina
	Professor F. F. Borinski
	Mr. N. Dees
	Mr. E.G. Hauger
	Professor U. Harva
	Professor H.A. Jones
	Mr. M. Leon
	Mr. J. Lowe
	Dr. Dusan Savicevic
	Dr. G.H. L. Schouten
	Professor E. Seifert
	Dr. M.D. Stephens
	Mrs. I. Udjus
	Professor E.A.O.G. Wedell

Appendix B

Initial Letter to prospective Correspondents

Rewley House,
Wellington Square,
Oxford,
England.

5 August 1969

International Congress of University Adult Education

Survey of courses in adult education

I have been asked by Congress to undertake this survey in preparation for the international meeting in the summer of 1970. Towards the end of last year Dr. A. A. Liveright distributed questionnaires relating to the survey, and I obtained much valuable information in this way.

The survey will be presented in two parts. There will be tables listing those Universities (and other institutions of similar standing but no designated as Universities) which offer courses in the study of adult education as a branch of education. Secondly, there will be a short statement prepared on the basis of material collected mainly from correspondents throughout the world.

The purpose of this letter is to invite you to assist me by either serving as a correspondent, or by passing this letter on to someone else who has the time to do so. If you are not able to do either would you very kindly let me know. I realise how extremely busy you are and shall entirely understand if you decline this invitation.

Before considering the two parts of the survey may I make some preliminary general comments.

(1) Universities

Congress is concerned with University adult education,

.....Cont.

that is, with work undertaken by and in Universities. In some countries there are institutions which are regarded as being of University status but known by other names. It is left to correspondents, with intimate knowledge of the countries concerned, to decide which institutions warrant being included as Universities.

(2) Adult Education

This survey is solely concerned with the study of adult education as a branch of education and as an academic subject. It is not concerned with the general provision of classes for adult students, and I hope this distinction will be kept in mind.

(3) Countries

As correspondent I should be grateful if you would give me information in the first place about your own country. If you are also able to supply information from other countries, please do so.

Part I Table of Universities

I enclose copies of a form* and I should be grateful if you would use this for the submission of data. I have added explanatory notes on it, but if you have any queries, please let me know. One form may be used for more than one country, but it will help if all the countries included are listed at the top of the sheet.

Part II General Comment

I should be greatly helped if you could give me a short statement on one or more of the courses listed which you feel deserve special mention. Copies of syllabuses would also provide me with additional background material.

I hope you will feel free to comment in any way you wish. The following headings may be of some use to you, but please disregard them if you prefer to write about other aspects.

* Appendix B

.....Cont.

(a) Course objectives What is (are) the purpose(s) of the course of study.

(b) Course content What subjects are included in the course. Is there a bias towards one aspect of adult education (e.g. agricultural extension, etc.).

(c) Teaching methods, where these are considered worthy of mention (e.g. use of correspondence courses, inclusion of practical teaching, etc.).

(d) Students Who are they? Qualifications required. Motivation. How were the students reached? What do they do on completion?

(e) Teaching staff

(f) Historical note A brief historical account of the development of the teaching of adult education would be useful.

(g) Main trends What changes have recently taken place or are being contemplated for the future to the course(s)?

(h) Research Much of the research in University departments of Psychology, Sociology, Education, History, etc. has a bearing on adult education but it would be impossible to marshall into useable form such a vast mass of material. It would be of interest, however, to know what are the main research studies being undertaken collectively or individually by members of University departments of adult education.

I am conscious that I am asking a great deal of you to serve as a correspondent and I hope you will excuse my encroaching on your time in this way. If this survey is to present an up-to-date picture of the study of adult education, it is essential that the information and comments should come from experienced people such as yourself. I do hope

..... Cont.

therefore that you will be able to spare time to help; both I, and the Congress, will be most grateful.

If I could have your reply by October 15, 1969, it would be of great assistance.

Sheet No. .....

Appendix C

International Congress on University Adult Education

Survey of Courses in Adult Education

Name of Correspondent .....

Address .....

This sheet refers to:

Continent .....

Countries .....

	Title of Institution (BLOCK LETTERS)	Title of Department (BLOCK LETTERS)	Courses provided in adult education						
			Certificate / Diploma		First Degree		Masters Degree		Doctoral Degree
			Pre-graduate	Postgraduate	Major	Minor	Major	Minor	
	a	b	c	d	e	f	g	h	i
1									
2									
3									
4									
5									
6									

NOTES

a. Full title of institution (e.g. University of ....).

b. Full title of the department of the institution providing the course (if in adult education: e.g. Department of Continuing Education).

c. to f. Please put a ✓ where a course is provided.

c,d. Certificate or Diploma courses: courses leading to qualifications which are not of degree status. Column c refers to courses open to students who have not got a degree; column d is for courses open to graduates.

e,f. First Degree. Column e is where adult education can be taken as a major subject; column f is where adult education forms a minor part of a course. Where adult education can be studied either as a major or minor part of a course, please ✓ both columns.

g,h. Masters or Second Degree. *(Please see notes for First Degree)*

i. Doctoral degree.

PLEASE RETURN THIS FORM BY OCTOBER 15, 1969 TO: T.K. JOHNSTONE-GILES, BERLEY HOUSE, WELLINGTON SQUARE, OXFORD, ENGLAND